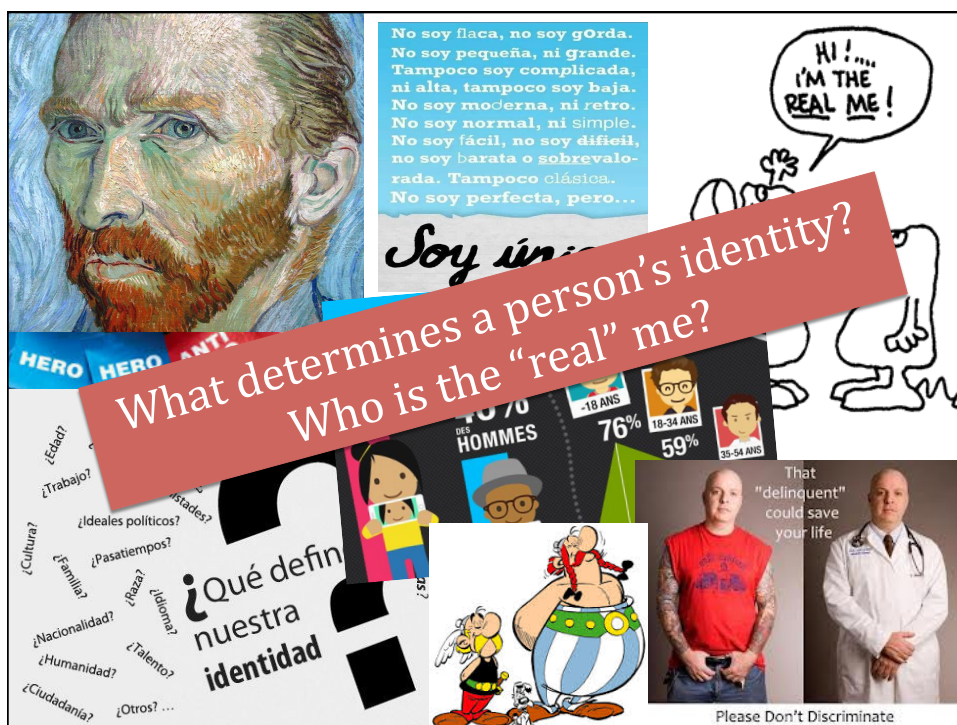


## Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

Laura Terrill



## Learning Scenario

3

Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create a and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.

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## Performance Tasks

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

4

### Interpretive Mode

Read biographical and/or autobiographical texts and demonstrate comprehension using the IPA Interpretive Comprehension Guide.

### Interpretive Mode

Read article/infographic on phenomenon of selfie and demonstrate comprehension.

### Interpretive Mode

Watch video and/or read article on stereotypes and complete a graphic organizer.

What determines a person's identity?  
Who is the "real" me?

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## Performance Tasks

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

5

### Presentational Mode

#### **"On Demand"**

Explain who you are in terms of your public and personal identity. Comment on how your identity changes in different situations. How does your personality change in different situations? What might you change about your inner self? your outer self? if it was easy to change? Why would you make that change?

#### **Project-based**

Create a product that can be shared with others, one that captures your personal and public identity. Consider how others perceive you. Compare your inner and outer self to others.

- outer cover of a book, inside content
- outer mask, inner mask
- two voice poem between your inner and outer self

### Interpersonal Mode

Students pair to discuss what they have learned about personal and public identities. They comment on character traits sharing those that they value the most and commenting on how they identify those traits in others. Finally, they ask for and share their opinions on selfies sharing their favorite selfie and explaining the moment when it was taken.

What determines a person's identity?  
Who is the "real" me?

Laura Terrill

## Assessment by Mode

### **Interpersonal**

Answer the following questions in the target language. (Teacher reads question orally, students write answer in Spanish.)

1. What are you like?
2. Are you funny or serious?
3. How are you today?
4. Do you have a cat?

Laura Terrill

## Assessment by Mode

### Petit déjeuner américain

- Jus de fruits (mélange d'agrumes ou de fruits exotiques)
- Café parfumé très allongé (à la noisette, à l'amande, au chocolat...)
- Un verre de lait nature ou aromatisé.
- Pancakes, les gaufres, nappés de sirop d'érable, de miel, de confiture, de sucre ou de cannelle.
- Céréales, arrosés de lait froid ou de yaourt.
- Mueslis aux fruits secs, mélangés à des compotes.
- Omelettes blanches garnies de légumes ou de jambon
- Salades de fruits

5. What meal is being described in both ads?

\_\_\_\_\_

6. Find the words for:

- cold milk \_\_\_\_\_
- dried fruit \_\_\_\_\_
- a glass of milk \_\_\_\_\_
- coffee with milk \_\_\_\_\_
- plain yogurt \_\_\_\_\_

### Petit déjeuner français

#### TRADITIONNEL

- Pain grillé beurré
- Confiture de fraises
- Café au lait
- Orange pressée

Laura Terrill

## Assessment by Mode

B. Read the paragraph and answer the questions in English. Be sure to read the questions first.

Hola. Me llamo Manuel. Tengo quince años. Vivo en Venezuela. Soy bajo y deportista. Me gusta hacer ejercicio. No soy perezoso. Soy muy activo. Me encanta nadar en el agua. Mi clase favorita es educación física. No me gusta arte. También, yo soy moreno. Tengo lentes. No soy ni gordo ni delgado. Soy cómico y paciente pero no soy ni ordenado ni artístico. Soy atlético. ¡Ciao!

Manuel is (at least 3 characteristics)

\_\_\_\_\_

Manuel is not (at least 3 characteristics)

\_\_\_\_\_

Laura Terrill



## Assessment by Mode

### Presentational

Part 3: Your mom has sent you to the market to purchase food for a meal she is planning to cook for dinner. Be sure to purchase the quantity of items that she has listed.

vegetables (3) \_\_\_\_\_

meats (2) \_\_\_\_\_

grains (2) \_\_\_\_\_

dairy product (1) \_\_\_\_\_

fruits (3) \_\_\_\_\_

dessert (1) \_\_\_\_\_

Laura Terrill

## Assessment by Mode



Part 4: Write about your day in terms of food. When and where do you eat your meals and snacks? What do you like to eat? Write as much as you can.

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Laura Terrill

## Assessment by Mode

### Presentational

Write a short description as if you are the person in this picture. Write as much as you can.  
Include:



- personal details – name, age, nationality, where you are from
- physical traits and personality traits

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Laura Terrill

## Food and Hunger: Interpersonal Assessment

*EQ: How do we eat well? What is hunger?*

12

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live

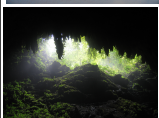


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## In Search of the Coquí —Interpersonal Assessment

*EQ: Why do we explore?*

13



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Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

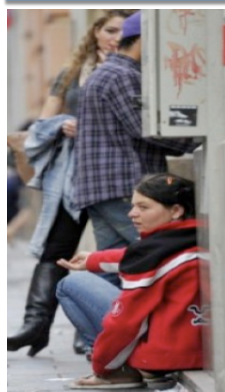
- ❖ comment on what you plan to do/see in the rainforest
- ❖ comment on the weather/environment in relation to your plans
- ❖ accept and refuse suggestions for other places saying what you want to do there
- ❖ mention a few foods/beverages you want to have

## Global Challenges: Home and Shelter

*EQ: Why does everyone need a place to call home?*

14

### Structured Debate



<http://1jour1actu.com/debat/>

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### Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

#### Roles in the debate:


- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

#### Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

## Testing Day


**1. On-deck Area**



**Students:**

- Select images
- Practice both roles


**2. Performance Area**



**Teacher:**

- Indicates who starts
- Sets timer
- Assesses performance

**3.**



Students in class work quietly on assigned task.

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

15  
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## Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
<b>How well am I understood?</b>	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
<b>How involved am I in the conversation?</b>	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
<b>How easily do I deliver my thoughts?</b>	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
<b>How do I demonstrate that I can correctly use the new vocabulary from the unit?</b>	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
<b>What cultural knowledge and understandings do I share?</b>	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

## Are thematic units more work?

YES, **initially**.

Consider the following:

- ✓ Pacing “time” issues are minimized, topics are developed more fully
- ✓ There is less need for review
- ✓ Grammar is truly recycled, no more 1 chapter treatment of a topic
- ✓ No need to redo curriculum every (7) years when new textbook is adopted, textbook is tool
- ✓ Focus truly shifts to what students can do with language

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## How many units a year?

Consider:

- ✓ the need for lots of comprehensible input from multiple authentic sources
- ✓ the need for time to internalize new vocabulary and structures
- ✓ the need to develop all 3 modes of communication
- ✓ the fact that each unit’s performance assessment includes all three modes of communication
- ✓ your school calendar

Laura Terrill

## Use of target language and comprehensible input



<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>  
Markus Koljonen - website: <http://blackswan.carbonmade.com>

Laura Terrill

## Using the target language



May I speak  
English?

Laura Terrill

## General Features of Useful Input

### Input must be **COMPREHENSIBLE**.

Learners must understand most of what the speaker is saying for language learning to occur.

### Input must be **MEANING BEARING**.

Useful input must contain a message that learners want and need to understand. There must be some communicative intent.

Smith and Donato, Startalk 2012

Laura Terrill

## Comprehensible Input?

“A related observation about the F distribution is that it is positively skewed, not symmetric as are z and t. This is because F is always positive: It is the ratio of variances, both of which are positive, so F itself must be positive. There is no left-hand tail of F because the F distribution ends abruptly at 0.”

Russell T. Hurlburt (2003). *Comprehending Behavioral Statistics*. Thomson: Australia, p. 336.

Laura Terrill



We acquire language in only one way: when we understand messages; that is, when we understand what we hear or what we read, when we understand the message.

Laura Terrill

### Create Comprehensible LANGUAGE by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re- enter new language elements).
- Use tone of voice to emphasize key parts on the message

Smith and Donato, Startalk 2012

Laura Terrill

## Create a **CONTEXT** for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context


Smith and Donato, Startalk 2012

Laura Terrill

## Making Input Comprehensible



Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Graphics</li> <li>• Realia</li> <li>• Pictures</li> <li>• Graphic Organizers</li> <li>• Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Exaggerated pronunciation</li> <li>• Slower than normal speech</li> <li>• Purposeful pauses</li> <li>• Intonation</li> <li>• Enunciation</li> <li>• Slowed speech for emphasis</li> <li>• Key word emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• Gestures</li> <li>• Facial expressions</li> <li>• Pantomime</li> <li>• Demonstration</li> <li>• Routine</li> <li>• Context clues</li> </ul>

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie		D'ARCO
		Donna (peso 60 kg)	Uomo (peso 73 kg)	
<ul style="list-style-type: none"> <li>Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate</li> </ul>	300	115 minuti	95 minuti	
<ul style="list-style-type: none"> <li>Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)</li> </ul>	350	135 minuti	110 minuti	
<ul style="list-style-type: none"> <li>Panino con hamburger al doppio formaggio</li> </ul>	450	170 minuti	140 minuti	
<ul style="list-style-type: none"> <li>Patatine fritte (porzione media da fast food)</li> </ul>	340	130 minuti	110 minuti	
<ul style="list-style-type: none"> <li>Una porzione di profiterol (g 100)</li> </ul>	280	110 minuti	90 minuti	
<ul style="list-style-type: none"> <li>Una lattina di bibita zuccherata (330 cc)</li> </ul>	130	50 minuti	40 minuti	

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## Making Authentic Text Comprehensible

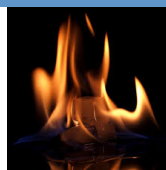
Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'o necessari per bruciare le calorie		
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## Practice in target language; assess in English

### Comment dit-on.....

*How do you say....*



### Cherchez les mots qui indiquent.....

*Find the words that indicate....*

1. **une quantité de coca** (*an amount of coke*)
2. **pas toutes les profiteroles** (*not all the profiteroles*)
3. **une sauce blanche** (*a white sauce*)
4. **Quelquechose de jaune qui va souvent avec un hamburger**  
(*something yellow that often goes with a hamburger*)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**  
(*the food that requires more than 2 hours of walking to get rid of calories*)

### Quelle est l'idée principale?

*What is the main idea?*

- a. **La différence entre les hommes et les femmes**  
(*difference between men and women*)
- b. **Une comparaison entre les calories et l'activité**  
(*A comparaison between calories and activity*)
- c. **La nourriture qui est de mauvaise santé**  
(*food that is unhealthy*)

Laura Terrill

## Visualizing

*claves*  
*güiros*  
*maracas*  
*cuatros*  
*vejigante masks*  
*santos*



Laura Terrill

Quel est le problème?

J'ai faim.



Regarde, beaucoup de méduses délicieuses!



Laura Terrill



Laura Terrill

## Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language

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Rhinocéros blanc (Afrique)



Il existe 5 espèces de rhinocéros. Toutes sont gravement menacées par le braconnage pour leurs cornes, utilisées par la médecine traditionnelle asiatique pour leurs soi-disant propriétés curatives.  
Le Zoo de La Palmyre a enregistré sa toute première naissance de rhinocéros blanc en novembre 2012.

## Selecting Authentic Text

### Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,  
**with strong visual support.**

#### Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

Laura Terrill

## Complex Thinking — Simple Language



No soy un abrigo.

Laura Terrill

Helena Curtain

## Ouiiin! Mais que se passe-t-il?



Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

Laura Terrill



## Tips for finding authentic text

- ❑ Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- ❑ Do not look for texts that have specific vocabulary or structures.
- ❑ Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- ❑ Adapt the task, not the text.
- ❑ Become a fan of Pinterest.

Laura Terrill

## Teaching vs. Learning

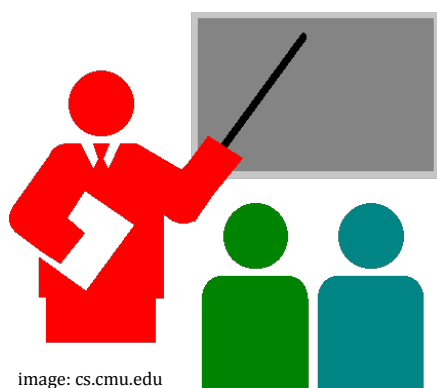


image: cs.cmu.edu

Teaching is  
what occurs  
outside of the  
head.

Laura Terrill

## Teaching vs. Learning



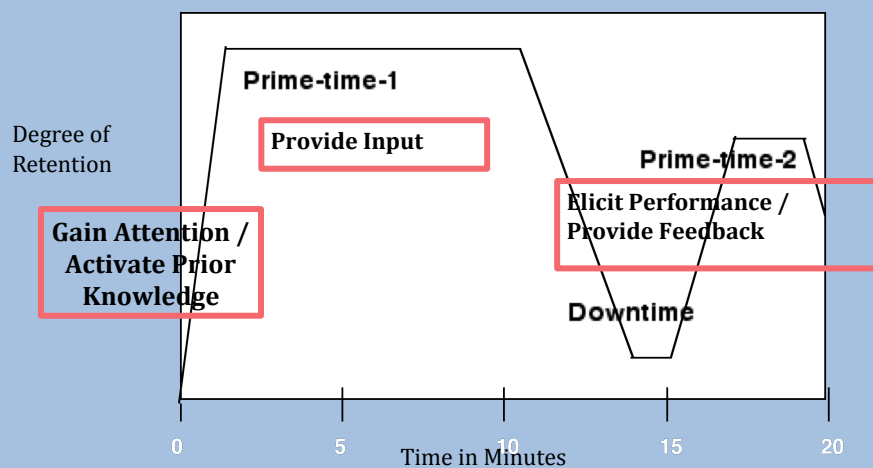
Learning  
is what occurs  
inside the  
head.

Laura Terrill



Laura Terrill

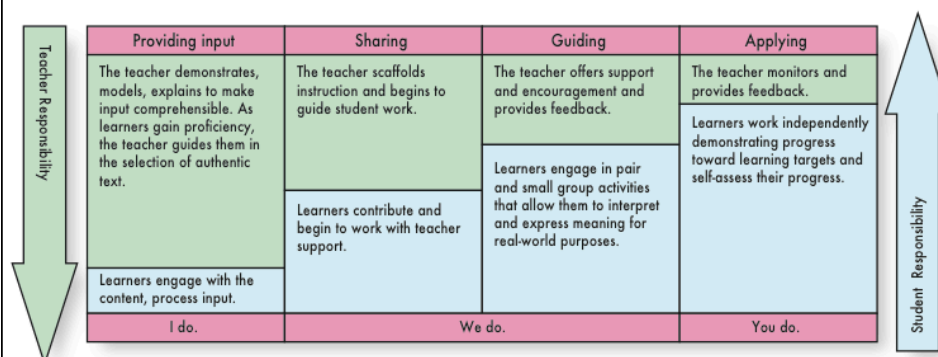
## Primacy-Recency



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Adapted from Sousa

## Gradual Release of Responsibility



Laura Terrill

Adapted from Douglas Fisher

## I DO....WE DO....YOU DO



### I DO

#### The teacher:

- gets the attention of the learner
- communicates the learning goal of the lesson
- provides comprehensible input
- models language use in context

### WE DO

#### The students:

- work collaboratively to use language
- are supported by peers
- gain confidence
- receive feedback on performance

### YOU DO

#### The individual student:

- demonstrates his/her ability to meet the goal of the lesson

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## Lesson Design



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## Living in the City

EQ: What is the ideal city?



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## Contemporary Life: City Life

Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.



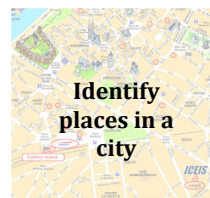
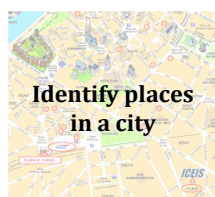
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## Student Can-do's

I can	Yes	With some help	Not yet
<b>Identify</b> places in a city			
<b>Explain</b> what people do in various places or why they go there			
<b>Locate</b> a place in relation to other places			
<b>Ask for and follow directions</b> within a city			
<b>Describe</b> places in a city			
<b>Express preferences with reasons</b> about what cities to visit or where to go within a city			
<b>Name</b> public transportation; methods of getting from one place to another			
<b>Make comparisons</b> between cities in the US and cities abroad			

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## Student Can-do's



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## Living in the City

Do the tasks match the targeted performance level?  
Do they allow students to address the essential question in some way?

### Interpretive Mode

Students will identify places in a city based on written and/or oral directions.

### Interpretive Mode

Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.

### Interpretive Mode

Students will read tourist information written for people planning to visit the city and use that information to determine where to go.

**Communication – Collaboration – Creativity –  
Critical Thinking**

### Presentational Mode

Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.

### Interpersonal Mode

In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

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## Living in the City

What is the ideal city?



### Interpersonal Mode

In pairs or small groups, review all the suggestions of cities to visit in (country). Select three cities that you both want to visit, giving reasons for your choices.

Laura Terrill